

SCHOOL ACTIVITIES

The Extra Curricular Magazine

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As the Editor Sees It—

The richness of reward and the severity of punishment do not influence behavior as much as does the certainty of reward or punishment. Every school should have a system of records by which facts are accumulated to show how often, how thoroughly, and how dependably extra curricular responsibilities have been carried by each of its students. It is important that a record be kept of how well someone wrote on a final examination in history, but it is just important that evidence be preserved to show how he served as president of his class, reporter for the school paper, or member of an athletic team.

A letter from the principal at commencement time to parents of graduates is an effective good will measure. It should be a personal, not a form, letter, worded differently for each graduate. It may fittingly express three ideas: first, congratulations to parents; second, acknowledgement of the part the graduate has played in the life of the school; third, assurance of the schools continued interest in the graduate and of the writer's hope to be of further help.

If you have a Mother's Day observance, be sure that some one of the speakers makes mention of those foster mothers, step-mothers, and the aunts and grandmothers who attempt to fill the place.

May I here drop a hint to those of our readers who are willing to submit contributions but who hesitate, fearing perhaps that their work might not measure up, and will be rejected. Anyone who has taken an education can develop something worthwhile if he will but apply himself. Even if many contributions do not fit our needs, the articles we can utilize will pay

perhaps for the contributor's labor. Some excellent article bearing an unknown name may become a vital factor in the lives of thousands of people whose sphere of activity we touch. No one can tell how long may last and how far may reach some extra curricular help created or discovered by a reader of SCHOOL ACTIVITIES.

Nothing about high school life is quite so disappointing as the usual alumni banquet or reunion. Since it is not regarded as a function belonging directly to the school, it too often remains nobody's business. No group can so easily be made an asset to the school, but schools seldom capitalize on this.

COMING—

A Bigger and Better SCHOOL ACTIVITIES giving:

Feature Articles Dealing with Extra Curricular Activities.

Assembly Programs.

Good Will Projects.

News of Developments in the Extra Curricular Field.

Seasonal Stunts and Games.

Plays and Entertainment Features.

Money Making Plans.

Why not write us a letter? Subscriptions and the checks to pay them are indeed gratifying. So are the kind expressions that often accompany them. Helpful, too, would be letters giving a definite appraisal of SCHOOL ACTIVITIES, its parts, plans, and purposes.

Radio broadcasting offers opportunities to high schools. Somewhere

not far away there is a station that will gladly give time to a school for a program by its glee club, dramatic club, debate team, band, or orchestra.

I recently read an article in which a noted physician had his say in criticism of health teaching as our schools offer it. Then a printer unburdened himself concerning high school courses in printing. Next a private teacher of music registered contempt for high school music methods. I could hardly think of a fitting comment to make. But since then I have taken some golf lessons, and I want to tell somebody that a pro's teaching methods are nothing to brag about!

Practical Newspaper Suggestions for High School Journalism

WARREN IRWIN

OBSERVATIONS of one who graduated from high school editorship to become a mere newspaperman scribbling from the Rhine to the Pacific, may prove hintful to those of more cloistered experience essaying the vague but inclusive programs known as high school "journalism."

When all the glory and prestige go to the editorial staff of a school publication while the student mechanical staff, which prints the same, is ignored; when we have these same students later learn that the members of the mechanical staff really became equipped to earn a staple living while very few of the "editors" became able to earn their salt as "journalists"—we have an answer to the practicability of secondary school "journalism."

The purpose of high school "journalism," is, doubtless, to give students what may be a cultural as well as a practical experience that will assert its beneficial influence in later life, regardless of vocation.

Along "journalistic" lines probably all that may be sought in high school "journalism" is to impart to the average student (1) some slight skill as a word-smith; (2) some appreciation of newspaper technique when he sees it, and (3) some discipline arising from "journalistic" activity—activity that becomes the more disciplinary the more closely it approximates real newspaper work.

It may seem good practice for a school to write, edit and print its own newspaper, but when one considers what should be the province of such a paper, it would seem that to cover the field satisfactorily, a sizeable publication must be issued at least once a week. It would seem an undertaking requiring a very capable class in "journalism" and a well-equipped and manned school printing plant. Yet, something of the kind is necessary if any life-like semblance is to be given the newspaper phase of high school "journalism."

Why schools either wholly neglect, or but superficially attend to, a school news page, or column, in a regular newspaper has always been a mystery to me as a practical newspaperman. A weekly news

page should be an excellent project for any class in "journalism." My experience and observation have been that a newspaper does well if it can secure so much as a column of school news properly prepared and presented on time.

My own high school editorship involved a column or so in the Sunday edition of a daily paper. My copy had to be in Friday night. It was—probably because I always had a lot to tell the world about what we were doing in athletics and other extra curricular activities.

After graduation I went to work on that newspaper as its sport editor. I had to recruit a lot of volunteer assistants among young athletes. I provided them with score blanks, etc., that they might report their games. I coached them in writing "remarks" on the games and from these remarks wrote my stories. Not a few of the youngsters got so they wrote their own stories and I merely edited to make them conform to the paper's style.

These not particularly scholarly lads seemed to experience no difficulty in "written expression" when motivated by their love of sport and dealing with something they knew something about. The expression, to be sure, was the uninvolved one of the real newspaper.

But when it came to getting the school boys and girls to bring in a regular column of general school news, that was something else again, and I generally had to resort to the appointment of a "correspondent."

I believe a high school teacher, or sponsor, of "journalism" would find a worth while project in the weekly preparation of a school news page for one of his city, or village, papers. While it relieves the school of the expense and mechanical labor of doing its own printing, such a page does entail the teacher's study of the peculiarities of style and physical requirements of the particular paper involved.

Before the teacher approaches an editor with such a proposition, he should familiarize himself with the newspaper so that he may "talk shop" intelligently. He should be prepared to supply about 7,000 words of typed copy each week from two

to four days before publication. He should learn how many letters and spaces there are to be a line in the various heads and be prepared to have the class write heads conforming not only to typographical style, but also to the style set for the use of verbs, articles, etc. Also, he should be prepared to make up a "dummy page," allotting each story to the estimated space it will require and occupy—all done in the general style of the newspaper. This "dummy" should be presented with the copy that it may aid and guide the editor or make-up man.

A school news page must be a *news* page that appeals (1) to every student of the school; (2) to the parents and relatives of those students; (3) to graduates and their families; (4) to the local, general public; (5) to professional observers of pedagogy and newspaper work. It will help a whole lot if your news items are crowded with names of students, teachers and other local persons.

Essays, poems, fiction, jokes, anecdotes, photographs and drawings—all in school character and tied up with persons (names and more names)—qualify as "news," and are good magazine material; but factual and personal items should predominate in a *newspaper*.

If you convince your editor that your class will produce a page which will be a real asset to his paper, I am confident that you will receive co-operation. Yet, even when the editor is willing, some complication is possible where there are more than one school to be taken care of. If there are but two schools it might be possible to secure two full pages. There would be better chance of success if the schools united in their approach. If there are more than two schools it is doubtful if more than two pages could be secured. All schools would have to unite on the page, or pages, available. With three or four high schools, including a vocational high with adequate print shop, however, the publication of a weekly newspaper by the schools themselves should be feasible.

Now, in spite of all the good faith, good intent and thorough preparation which you may use, it might be impossible to convince some editor that the high school week in and week out could produce a creditable page. Then, too, you might find the paper so swamped with syndicated features that it had no space for a school news page, or there might be some other reasonable limitations. Still, the prob-

abilities are that you can secure at least an experimental column each week. If this weekly column proves satisfactory all around, in another year you may be able to get your full page. If you cannot get so much as a regular column, certainly the editor will not refuse an occasional real *news* story from your students. Anyway, your approach will establish a contact of a sort. You will have sniffed the atmosphere of a real newspaper office and you may promote an invitation for your class to visit and inspect the plant.

In spite of comment herein which may appear skeptical, I accept most of the claims made in behalf of secondary school "journalism." Its fault is more in the application of the idea than in the idea. Correction of error lies, not in curtailment of programs, but in filling them out so that they become robust enough to survive experimentation. Too complete a uniformity of programs is not to be urged. The essence of practicability will become stronger as experiments progress. This stronger trend will enhance rather than impair the cultural element of the high school student's "journalistic" experience.

ONE-ACT PLAY FESTIVAL

A big annual event in Pontiac, Michigan, is a one-act play festival presented by the dramatic classes of the speech department under the direction of W. N. Viola. The program this year consisted of six plays and two interludes. Three evenings were required for the performance.

Press reports of this festival indicate that the Pontiac high school speech department is doing an excellent piece of educational work that carries its effect far beyond the confines of its classes.

One of the unique features of this program is a plan of competition by which judges select the best numbers from preliminary performances the first two nights for the main performance the third night. The winning numbers were: "A Message from Khufu," "The End of Leonardo Spittelie," "Where Lies the Child" and the interlude, "On The Lot."

By educating man as a whole; you educate him for leisure and for everything else. You turn him into the sort of man who can do a job he never did before, whether in labor or in leisure.—L. P. Jacks, Oxford, England.

School Assemblies

EDWIN MILTON BELLES

Assistant Professor Education, University of Kansas

THOSE who have pursued the se pages throughout the school year are keenly aware of our conscious attempt to present for school assemblies materials educative in nature. Wholesome growth comes through purposeful activity and life experience.

In this, the concluding article of the series, we take the opportunity of reminding those teachers engaged in extra curricular activities that as guides to youth their richest pay comes through seeing young people assume responsibilities, develop abilities, deepen understandings and find joy in living. Their task is best done when they cease to be task makers and become task approvers. Was is not Oliver Wendell Holmes who said:

"The rule of joy and the law of duty seem to me all one.

"With all humility, I think, whatsoever thy hand findeth to do, do with thy might, is infinitely more important than the vain attempt to love one's neighbor as one's self. If you want to hit a bird on the wing—you must not be thinking about yourself, and, equally, you must not be thinking about your neighbor; you must be living with your eye on that bird. Every achievement is a bird on the wing."

You schools who have carried out the assembly organization recommended in this series have placed great responsibility upon that group of students known as the Assembly Committee. It would be wise for that organization, with the help of the advisor, to check on its activities in order to determine elements of strength and weakness.

The following values listed by Carpenter and Ruffin in "The Teacher and Secondary-School Administration" may be used as a check list.

"1. Assemblies furnish an excellent opportunity for setting up group standards with reference to punctuality, regularity of attendance, and behavior.

2. They afford an opportunity to initiate and promote school projects and campaigns, to guide them, and to report progress and results.

3. They provide a time and place for the discussion of school problems, pupil

participation in their solution, and the crystallization of school sentiment with reference to vital issues.

4. They furnish instruction on subjects outside of classroom instruction and thus widen the interests of pupils and teachers.

5. They afford an opportunity to encourage outstanding school service or worthy accomplishment through the appropriate recognition of these achievements.

6. They encourage the exercise of initiative, self-expression, ingenuity, and resourcefulness in planning of programs.

7. They serve as a clearing house for all the other extra curricular activities of the school as well as for some of the curricular work.

8. As an administrative device they afford a means for disseminating school news, official information, and a knowledge of regulations and traditions.

9. They give training to pupils in effective public appearance, they stimulate self-expression, and they help to overcome self-consciousness.

10. They give an opportunity for group expression by means of songs, cheers, and other services which call for group action or response.

11. They give training in the worthy use of leisure time and help to build up habits of harmless enjoyment.

12. Through their emphasis upon public speaking, dramatics, and music, they motivate curricular work within the various departments.

13. They unify and coordinate the life of the school and aid in the development of group consciousness and social coherence."

AN ASSEMBLY FOR JUNIOR HIGH SCHOOLS

"The Carnival of the Flowers"

"The Carnival of the Flowers" is a charming cantata suitable for spring. The text and melodies were written by Beulah R. Stevens with piano accompaniments by Caryl B. Rich, published in the Beacon Series by Silver Burdett and Co.

The cantata "presents groups of wild flowers who gather to pay homage to their Queen and to indulge in a revel of song." The characters are:

Magnolia, Queen of the Flowers, Yellow Jasmine, Water-Lilies, Trumpet-Flowers, Blue and White Violets, Little Green Leaves, Breezes,

Mosses, Strawberry Blossom, attendants of the Queen, four pages.

The page sets the theme in his first stage announcement:

"This little company of Flowers
Have left fair Flowerland's bright shore
To sing their songs of sun and showers,
And tell their pleasures o'er and o'er."
"In perfumes rare, to you they bring
A hearty welcome, glad and true;
And in delight and joy will sing
Of skies forever warm and blue."

This beautiful selection has the advantage of elasticity. It may be elaborate or delightfully simple and can carry a great number of performers for the large school or a small number for the smaller school.

The costuming and stage setting may be carried out as the published text directs or simplified as desired.

HONORS CONVOCATION

Selection	Orchestra
School Songs	School and Orchestra
School Yells	Assembly
The Signal School Song	Orchestra
Processional—March	Orchestra
The Lord's Prayer	Led by School Principal
School History	A Student
School Spirit	A Student
Honors in	school School Principal
(If honors are given for prize winning poems, essays, or songs these should be given by the winners before the assembly.)	
Presentation of honors, emblems, scholarships, medals, et cetera, . . . School Principal in Charge	
School Songs . . . School and Orchestra.	

SENIOR CLASS DAY ASSEMBLY

A Senior Class Day program may be planned and carried out by the members of the senior class and their advisor including the school principal. It may be presented as an inspirational program with great dignity and considerable ceremony. If the seniors are to graduate in cap and gown, these should be worn for the occasion. The members of the class as a group may be presented by the class advisor to the school principal as students about to complete their school tasks and ready to enter upon the serious contemplation of those responsibilities assumed with graduation.

Should the class so desire, the senior class day program may be used as an occasion for comedy. A farce may be written presenting the various members of the school faculty in high school commencement thirty years ago. The various idiosyncrasies of the different members of the faculty could be exaggerated to the ridiculous. The whole presented in the spirit of good fun without those barbed elements which always turn good humor into unkindness and rudeness.

The senior class day program may be worked out with tremendous success as a surprise program presented by one of the other classes or a committee drawing characters as needed for the program from the school at large excepting the senior class. The senior class may be presented in a comedy—As Others See Them.

MOTHER'S DAY

The assembly time, regardless of the size of

the school, may be used to celebrate Mother's Day in an informal Mother's Day Tea. Invitations should go out to each mother sometime in advance. Girls who have no mother could invite any woman of their choice as an "adopted mother." All the invitations can be done by the classes in art. In the small school the gymnasium may be appropriately decorated for the occasion while in the larger school each home-room may entertain the mothers of that room. In either case, the girls in the household arts classes should be in charge of the tea tables and the tea service.

If the program is to be presented in the gymnasium, the school orchestra should play salon music at intervals. A very delightful yet informal program consisting of vocal and instrumental numbers, solo dance features and tableaux may be planned.

Should the situation require entertaining the guests in the home-rooms, each home-room must be responsible for its own informal program consisting of music, readings, dance numbers, tableaux and the like.

Since there is a wealth of beautiful literary gems dealing with the thought of mother, it is not difficult to organize a program suitable for either the school group or the home-room. The following numbers may be suggestive:

"A Thought For Mother's Day"	Edgar Guest
"Ave Maria"	Schubert
"Do They Think of Me At Home"	C'over
"Mother"	Theresa Hilburn
"Mother Love"	Robert Norwood
"Mother O' Mine"	Kipling—McCormack
"Mother Machree"	Young
"On Mother" from "The Prophet"	Gahlil Gabran
"The Echo of a Song"	J. W. Foley
"What Is Home Without A Mother"	Alice Hawthorne

In conclusion it should not be idle to hope that those students who have participated in these activities find it easier and easier to be self-expressive and in that self expression find wholesome outlet from that great storehouse of genuineness within one's own being.

As a final word the following paragraph from the pen of William H. Danforth expresses the spirit of the entire series of articles:

"An educated man cultivates the open mind, never laughs at new ideas; knows the secret of getting along with other people; cultivates the habit of success; knows as a man thinketh, so is he; knows popular notions are always wrong; always listens to the man who knows; links himself with a great cause; builds an ambition picture to fit his abilities; keeps busy at his highest natural level; knows it is never too late to learn; never loses faith in the man he might have been; achieves the masteries that makes him a world citizen and lives a great religious life."

Playground Illumination

Night Lighting of Athletic Fields Proves a Boon to Schools and Colleges

THE idea of night lighting for sports originated in a novel way. It was in 1923 when a field at Lynn, Mass., was illuminated for a celebration. While the floodlights were being adjusted on the night previous to the affair, it was found that the boys of the neighborhood had organized a baseball game under the illumination. From this early beginning night sport has now grown until today there is hardly a game that cannot be successfully played under artificial lighting.

Since the time of the ancient Greek Olympic games and races athletic contests have had an important influence on the social and physical development not only of the youth of the country but on the peoples of the nation as a whole. More and more are athletics forming a major activity in the training of our school children from the public schools to the universities. It can be taken for granted that this phase of training has become permanently and definitely established. There is no one who doubts the value of sports in the building up of good healthy bodies and in the making of better citizens who "play the game."

Taking for granted the value of sports, it is only proper that every facility be provided for accomplishing the most far-reaching results. Now night lighting is quickly taking hold to extend the hours of play to a more leisure time at night. Hundreds of school and college stadiums and playgrounds have already been lighted.

Night Lighting Meets With Favor

There are many reasons why night lighting is meeting with favor among schools and colleges. The fall term is the one into which most sport activities are crowded. At this time of year daylight saving has passed and the days have become very short. There is little time left after regular school hours for practice work and games. Night lighting extends the hours of play as long as desired.

Night lighting which permits practice and play in the evening relieves the necessity of students missing classes or periods in order to get in practice and games. With both practice and games outside the regular school hours the teachers are not

burdened with the necessity of working sports into an already crowded curriculum.

Practically all of the sports that our schools and colleges are interested in can be carried on at night. Rugby, soccer, baseball, hockey, lacrosse, tennis, basketball, shooting and track meets all can be conducted as well under night illumination as in the daytime. Perhaps at the present time rugby is the most important. In fact, it is night lighting for this game that has been most widely adopted. Often the lighting system as installed proves satisfactory for several other uses as well.

With many of our schools rugby is looked to as the major sport and is the best revenue getter for the school athletics. In fact in many cases the gate receipts from the rugby games go a long way towards supporting all the branches of athletics.

Night Games Mean Increased Receipts

It is in the extent of the gate receipts that night lighting has one of the greatest appeals to the athletics management. Evidence is available on all hands to show that the returns from night games are away above those for daytime games and usually several times the amount. The reason for this is that when contests are held in the evening, business people, parents and friends of the students are enabled to attend. Often the income from an opening night game is sufficient to offset or largely offset the total cost of the night lighting equipment. Adult interest in school affairs is aroused and a better spirit results.

The following quotations are a few from the reports of the scores of installations now installed on this continent:

"The paid attendance at the first night game on the Tacoma Stadium field defrayed the entire expense of installing the floodlighting system."

"The Burlington High School paid for a \$3,000 lighting system from the receipts of the first two night games."

"An Eastern College in an annual game which had usually drawn about 4,000 spectators, played to 22,000 at night last Fall."

"The Schenectady High School obtained a greater amount of gate receipts for one

night game than for a whole season of day games."

"Since Temple put on night football the student attendance has jumped 33 1-3 per cent."

"Colleges and High Schools that have been struggling along trying to support athletic systems from football receipts are now financially out of debt after playing games at night."

But even though no monetary returns are expected from school games and contests, night illumination is still just as desirable. The illumination of the school playground permits the children to engage in their varied games under safe and supervised conditions rather than in the dangerous streets under the street lamps. Dusk comes so early in the fall and winter that little time is available for outdoor activities unless artificial illumination is provided.

General Lighting Systems

The remarkable developments that have taken place during the last few years in Mazda incandescent lamps and in reflecting equipment now makes possible the securing of adequate night lighting installation at a very reasonable cost. High efficiency lamps and floodlights reduce the number of sources required to a minimum. It is customary to use large projectors or floodlights, either of the enclosed or open type with 1000 watt or 1500 watt Mazda C lamps. However, for some applications smaller units are required.

In general an enclosed projector installation involves a somewhat higher initial expenditure but has the numerous advantages that usually make it the best proposition for a permanent installation.

(1) Due to the better control of light, the field can be evenly lighted all over. With the open type the greatest illumination is around the edges of the field, the intensity falling off toward the important center.

(2) There is less glare with enclosed units because they can be mounted higher and farther from the field and the beams directed in those directions calculated to best avoid glare or brightness in the eyes of the players.

(3) Enclosed units are easier to maintain.

(4) The lamp is protected in enclosed units. A single drop of water, sleet, or even a large bug coming in contact with the hot glass bulb of a regular lamp, causes lamp breakage. Therefore, with open type units more expensive hard glass bulb lamps are required for complete elimination of this trouble.

(5) There is less depreciation with enclosed units since they are completely weatherproof and have the lamps and reflectors protected.

(6) With enclosed projectors usually fewer tower locations are required.

The best arrangement of lighting equipment for any field will depend on the game or games that are to be played, the caliber of the play, the size of the grandstand, the size of the field and local conditions. Different games require different locations for the projectors and different amounts of illumination.

Amount of Illumination Required

The latest table of standard foot-candle values for various outdoor sports is given below:

Badminton	20-25	10
Baseball:		
Infield	35-50	10
Outfield	35-50	7
Basketball	6	4
Football:		
Large Stadiums	25-50	12
High Schools	8	4
Hockey	10	5
Skating	2	1
Softball Diamond	10-15	9
Tennis Courts	25-50	15
Toboggan Slides	2	1
Volley Ball	15	10

Usually when a stadium is lighted for baseball or football the same lighting will be found satisfactory for many other sports. By utilizing the lighted field in this manner the most can be obtained from the installation.

Correct Design Essential

In considering the lighting for any particular sport it is desirable to take advantage of the advice of qualified illuminating engineers who have had experience with installations of this nature. Correctly arranged lighting systems are essential

Equipment for playground illumination can not be installed on a moment's notice. Schools that will have new outdoor lighting systems next fall will soon be at work in that direction. This article, although written from Canadian viewpoint, will give schools anywhere an idea of first things in such a project.

for best enjoyment and most complete satisfaction. Haphazard schemes and improper lighting can easily mar the pleasure of night games. :—*School Progress*.

EDUCATION THROUGH PLAY PRODUCTION

Mabel Winnetta Reid

A survey of play production in our high schools reveals three types of methods in operation.

First we have the schools which are content with merely "putting on" a play. Some organization or individual decides that a play should be presented to raise money for the athletic association or for the junior-senior banquet. The play catalogs are consulted and from the meager, alluring descriptions given a play is selected and copies are ordered. Upon the arrival of the books parts are assigned with or without tryouts having been held. The first rehearsal is scheduled. The cast and director meet and practice begins. The director has little or no conception of rehearsal achievements. The students "go through" the play haphazardly. They follow business suggestions as set down in their script. Every procedure is mechanical, set, lifeless. All suggestions come as rehearsals progress. After the due course of three or four weeks of practicing the lines are memorized. Properties are collected and a stock set of scenery is arranged. Dress rehearsal is held, with costumes, setting and properties together for the first time, and the next night the play is "put on."

Several steps in advance of this crude method is the play which is "coached." Here we have an individual in charge who realies to some extent that "the play's the thing." Care is taken in the selection of the play. Generally, with a limited knowledge of drama herself, the coach makes use of the loan library of her state university and reads several plays before making a choice. Tryouts are held and the play is cast on the basis of dramatic ability. Often times, however, the coach fails to make a distinction between present ability and the latent possibility of the individual. The shy, sensitive student is given not so much as a second thought when in reality she may possess the desired qualifications for *Mis' Ellsworth* in "Neighbors" or for *Alexandria* in "The Swan."

Rehearsals are held with a greater degree of purpose than in the first method. But the play carries itself rather than being unified, controlled and motivated in the coach's mind. The tempo of the play is faulty; rythm, proper grouping, and balance occur, if at all, by chance. Little attention is given to new setting. A garden fence may be built in the manual training department, but for the most part all are content with the same set of scenery which has been used in the last dozen school plays with the addition of a living room suite borrowed from the town's most philanthropic furniture dealer.

The last decade has witnessed a marked change in the status of school dramatics. It has given rise to the well-directed play.

The third type of play production comes forward with no apology for its existence, no claim for life except that dramatics exist for their own sake on a sound educational basis. Hence we have the play which evolves as an artistic, finished creation—the product of a vision existing and evolving from the director's mind.

Under the supervision of a director who knows drama, the technical side of play production, and the psychology of working with students the play is begun weeks before tryouts are announced. The play is selected with a view to its educational merits as well as to its audience fitness.

No longer can we use the farce comedy play exclusively and hope to inculcate higher standards of drama into our students, or raise those of our public. For any doubting Thomases I would suggest that they try a classic play just once—"The Blue Bird," "Sherwood," "Midsummer Night's Dream," "Sun-Up" or "The Swan"—spend a little money on its production and give it for the sake, not of the athletic association or the piano fund, but for its very own sake and see what happens. You will have your public asking for more and your students carrying from that production treasured bits of beauty and good literature. They will have realized "a heightened experience of life" and "have transcended their every day living" which Joseph Urban proclaims to be the real functions of drama.

With carefully organized methods governing every stop of the play's development—from the preparation of the director's manuscript, through tryouts, rehearsals, preparation of settings and costumes, the planning of lighting, properties, make-up, off-stage effects, and inci-

dental music, the supervision of publicity and the management of the business side of the play—the process is educational. Participation in plays then becomes one of the finest trainings a student can receive in either curricular or extra curricular activities.

Our need is better dramatic production. We should not be content with merely "putting on" a show or "coaching" a play. Our performances should far exceed the standard of mere amateur theatricals. If we strive for perfection in acting, in diction, in setting and costume, with a mechanically smooth back stage organization, we shall achieve permanent results which justify every moment of time and every ounce of energy expended upon the process.

OUR INTER-SCHOOL ACTIVITIES TOURNAMENT

Caroline F. Austin

It was Superintendent Harry Hull's idea in the first place—this tournament of extra curricular activities. Mr. Hull, of Saco, Maine, Public Schools, called in four high schools and one academy.

This tournament benefit for the Boy Scouts of York County is believed to be the first of its kind in the state; and because of its contacts among the young students, each with one special hobby and an interest in other activities, the tournament was most valuable.

Each school taking part sent not only "school work" pupils, but those most active in group extra curricular activities and those individually talented, all to provide a part in the evening's tournament program. What a chance for the students to see and hear the diverse special interests that their own school may not have, or to put forth the features of their own activities.

Mr. Hull, the superintendent of Saco public schools, is also a member of the Executive Board of York County Boy Scouts but his tournament has been made of wide scope, with boys and girls of many high schools participating and the principals of all the schools active in arrangements.

Music, folk dance, dramatic skits, readings, and gymnastic specialties were among the activities chosen for the tournament program held in Biddeford high

school gym. Each school used organizations and one or more of its talented students to provide its share of entertainment.

The girls' glee club was selected from the Kennebunk high school; a special program of gymnastic work featured both boys and girls from the Thornton academy of Saco. In addition folk dances were given by academy girls. At Biddeford high school the students arranged a dramatic skit, while the thirty piece school band of Sanford high represented the dominant interests of the students. All group features were interspersed with individual specialties.

An acknowledged talented soloist and a clever cartoonist took part from the Sanford high school. A cellist of ability was the individual performer from Kennebunk "High," and from Biddeford high school a talented reader appeared. Buxton "high" had a spirited dialog by several students. A Saco school man gave an all-day trip to the four scouts selling the most tickets.

NATIONAL CHAMPIONSHIP DEBATE ON RADIO NETWORK

The national championship debate on the taxation question will be carried on a coast to coast network by the Columbia Broadcasting System. This will be the second time a high school debate will appear on one of the major broadcasting units, the first such debate being the 1932 Championship between North High School of Omaha and Rapid City, South Dakota.

The debate will be the final event in the Third National Speech Tournament for high school champions in the various speech contests. It will be held at Wooster, Ohio, May 8 to 11, under the auspices of the National Forensic League, honor society for high school public speakers.

Definite hour for the broadcast has not been assigned, but eleven o'clock in the morning, eastern standard time is regarded as favorable. This hour will avoid the difficulty of conflict with baseball broadcasts encountered last year when the program began at three o'clock in the afternoon. League officials have purposely begun their tournament early in the week so that the broadcast will come on a Thursday when high schools throughout the nation will be in session to hear this final and unquestionably remarkable debate.

AMATEUR RADIO FOR PEP CLUBS

Doris K. Sutcliffe

Short-wave radio has won increasing amateur transmitting stations to go on the air in the past few months. Even the commercial radio broadcast receivers now feature short-wave reception, too.

Amateurs are operating their own phone stations. Their voices (not just code) reach from coast to coast and sometimes contact other continents. But distance is not the only aim. Operators seek good tone. A station of very low power may boast clear, understandable quality of modulation and reach across several states. Then there are chain hook-ups, where three or more amateurs take turns speaking from their respective stations, answering each others questions and making a regular round-table affair of the conversations. Often there is a club meeting at one of the stations and microphone pick-up is so good that the members' voices are easily distinguishable.

It must be understood that amateur transmitting does *not* mean broadcasting. No programs are permitted. But personal communications, sound effects for test purposes, discussions, research work and messages are all a definite part of amateur radio.

Any person who builds and operates one of these transmitting outfits achieves immediate popularity and gains recognition. He makes new friends of other experimenters, for those who have the short-wave hobby include men and young men inspired to search each new trend in the science of sound engineering. He entertains groups of people who come to watch him operate his station and stay to say a few words over the "mike." Then he throws a switch, twists a dial and thrills his visitors by bringing in a prompt reply over the loud speaker.

Amateur stations are sometimes owned by physics departments in high schools and universities; one example is at Iowa State College. The student who begins a systematic study of code and short-wave fundamentals while yet in junior high, has a distinct advantage in the following years.

Show me the schoolboy in any neighborhood who cannot direct you to the local amateur station!

Perhaps it is in the Boy Scout head-

"quarters; maybe in the attic "lab" of "Hank," the class leader; or possibly it is a feature of the recreation basement at the home of that new, exceedingly popular, assistant coach of football. Do not be amazed if the transmitting outfit is displayed on the sun porch of a leading executive, for amateur stations appear behind professional black panels as well as behind a maze of wires, you know. . . . The next outfit you see may be spread all over a work bench, getting fine results nevertheless, but arranged for experiment with other apparatus. So the fascination continues.

All of these station call letters are listed in a leaflet published by the United States Government and obtainable from the Supt. of Documents, Washington, D. C. at a cost of fifteen cents. Ask for the list of Amateur Short Wave Radio Stations.

Federal Radio Commission issues the station and operators' licenses after examination which includes reading code at a rate of ten words per minute. There is no charge for either of these licenses.

Personally, I choose the 75-meter band because of the number of phones and the various interesting contacts among those amateurs who are on night after night. Many have distinctive ways of coming on the air: a cuckoo call; chimes; steamboat whistle; moo-cow sound . . . anything to be original. The 160-meter band has fewer phones and some prefer it, while others choose 20 meters which can be worked only in daylight.

Right now, the interest in 5 meters is very great. This 5-meter work is for short distance transmissions, from one high point to another. I have witnessed contacts of a 20 to 30 mile radius. Little equipment is necessary in this new experiment.

Whether you build a small outfit or a large one you are going to arouse neighborhood enthusiasm with your amateur station.

THE SCHOOL SPIRIT CUP

Marie Marsh

"Who won?"

"Do you think we have a chance?"

"Oh boy! I just can't wait."

These bits of conversation are heard from every side as the students of the junior high school at Bartlesville, Oklahoma, come scurrying eagerly into the

auditorium for their weekly assembly. It is the end of the six weeks grade period and the general hub-bub indicates that the school spirit cup is soon to be presented. The student council committee, who figured the percentages, alone are in possession of this deep secret, so for a whole period these curious students must listen to the program, wiggle and wonder. Then comes the breathless moment, at the very end of the hour, when the student body president steps forward with the cup and announces the winner.

The school spirit cup is a tall, silver loving cup which was donated a few years ago to the school by a local jeweler. One cup was given to the senior high school and another to the junior high. The idea was suggested by the principal and the plans for the annual contests were enthusiastically made and carried out by student government organization of the two schools. Although the schools are in the same building, their activities have always been kept separate. As the students work independently of each other, their plans are different. (These plans are from the junior council.)

Each six weeks the cup is given to the class winning the highest number of points for that period. It is presented with great ceremony by the president of the student body to the president of the winning class who, after the tumult and shouting of his class has died down, makes an acceptance speech and places on it his class colors. These colors remain on the cup until they are replaced by those of another class. At the end of the year the class winning the largest total of points has its numerals engraved on the cup and it is then returned to the school trophy case.

When the students worked out the plan, they tried to give the most weight to the items which were of paramount importance in making good school spirit. At the same time they were anxious to build up class consciousness, which was rapidly dying out due to the home room organization. It was also necessary to exclude all points which might give one class advantage over another and to keep the number of points near enough together that all three classes could keep interested in the contest until the very last grade card period of school. The points were as follows:

	1st.	2nd.	3rd.
Scholarship	75	50	25
Attendance	75	50	25
Punctuality	5		

A tendance at P.T.A.	25	15	10
Club Membership	25	25	10
Athletic Season Ticket	40	25	10
Operetta Tickets	25	15	10
School Paper Subscription ..	25	15	10
Annual Class Assembly	60	25	10
Participation in Assembly	25	15	10
Assembly Conduct	25	15	10

The first four items are counted each six weeks but the others are included as they occur.

The annual class assemblies alone would have been worth the effort. They have been conducted entirely by students and no adult has been allowed on the platform. These assemblies have been so excellently done that the whole years programs have been improved by using these as examples of what an assembly program should be. The dates for the contest assemblies are set early in the year and nothing is allowed to interfere with them. They are given on three consecutive assembly days and judged by senior high teachers. The assemblies are judged as follows:

	1st. Place 30 Points	2nd. Place 15 Points
1. Play		
The play must not be over 25 minutes in length and is to be judged on both selection and presentation.		
2. Music	15 Points	7 Points
Fifteen minutes is allotted to music, which is to be divided between vocal and instrumental.		
3. Class Speech	15 Points	10 Points
The speech is to be five minutes in length and deal with some phase of school spirit. The speaker must be chosen by the class as their representative.		
4. Devotions	6 Points	2 Points
The Devotions are to be judged on their beauty, amount of religious material used and the effect on the audience.		

The school spirit cup in Bartlesville has made the number of tardies in the junior high almost totally disappear, has furnished an incentive for students to make up work in order to keep up their grades. Students who have deliberately stayed out of school have been made very uncomfortable by their class mates. The cup has inspired an enormous amount of class spirit, assisted in the sale of tickets, promoted greater participation in the assembly programs, and in every way developed desirable school morale.

**DISTINGUISHING BETWEEN VARIOUS
ACTIVITY AWARDS**

L. S. Smutz

In schools where letters are granted in the various activities it is impossible to have a distinct style for each activity. Neither is it advisable to attempt to make the distinction by means of size and quality. It seems advisable to group the activities somewhat related and grant a distinct style for each group. Students appreciate a distinction in the letters, so long as it is a difference in style; yet the plan of making a distinction by groups would doubtless be acceptable to all.

For schools which may desire to award letters in recognition of the more prominent activities the following suggestions are given:

1. Group the activities which are related, and grant a distinct style of letter for each group. The style, then, would identify the letter.
2. If it is desirable to identify the letters further, weave an initial letter into them representative of the group activity.
3. Another plan which may be used to identify the letter is to weave into the letter a figure or picture symbolic of the activity or group of activities.
4. If either suggestion "2" or "3" is followed, the same style of letter may be awarded for all activities.

The first three suggestions, in outline form, are:

Group I. Includes Superior Scholarship and Academic Contests.
Suggested style of letter—Old English.

To identify letter:

1. Use style only
- or 2. The letter "S" (for scholarship) woven into the letter.
- or 3. Figure the open book woven into letter.

Group II. Interscholastic Music Contest

Style of letter—Fancy Block

To identify letter:

1. Style only
- or 2. Letter "M" (music) woven into letter.
- or 3. a. Figure of lyre woven into letter.
- or b. Figure of harp woven into letter.

or c. Sign of the G clef, "&" woven into the letter.

/ Group III. Debate, Declamation, Dramatics

Style of letter—Plain block.

To identify letter:

1. Style only
- or 2. Letter "D" woven into letter
- or 3. Figure of crossed gavels woven into letter
- or 4. a. Figure of lamp of learning (ancient Roman lamp) woven into letter for debate award.
- b. Symbol of ancient portico woven into letter for declamation.
- c. Masque symbol woven into letter for dramatics.

Group IV. School Paper and Annual.

Style of letter—Script.

To identify letter:

1. Style only
- or 2. "J" (for journalism) woven into letter
- or 3. Quill and scroll symbol woven into letter.

Group V. Cheer Leader.

Style of letter—Full-block.

To identify letter:

1. "C" woven into letter
- or 2. Small figure of megaphone woven into letter.

Group VI. Instrumental and Vocal Music.

If an award in the nature of a letter is given it should be a monogram.

To identify:

1. "M" woven into or placed on the monogram.
- or 2. "G" (for glee club) interwoven, "O" for orchestra, and "B" for band
- or 3. Figure of eighth note interwoven
- or 4. Figure of:
 - a. Eighth note interwoven for glee club.
 - b. Violin for orchestra.
 - c. Trumpet for band.

The writer's personal opinion is that letters are justified for use in the first five groups, but not in the sixth. If letters are issued to all the members or even to the most efficient members of the orchestra, make it much less desirable. Surely nothing more than a monogram should be granted in recognition of membership and

service in these organizations much more satisfactorily than letters.

Pins or medals may of course be awarded for various activities or groups of activities. Medals are perhaps more expensive and therefore not so desirable. Also students may prefer to have a pin, as this can be worn.

Successive Awards.—When successive awards are granted in the same activity they should be identified as such. Pins and the medals may be identified by a change in quality, for example, granting a bronze pin the first year, silver the second, gold the third, and jeweled the fourth. Letters should be identified by having service stripes woven into the letters.

CHARACTER EDUCATION THROUGH EXTRA CURRICULAR ACTIVITIES

D. A. Turnipseed

Character may be defined as the sum total of all expressions of an individual evaluated by the standards of the society in which he lives.

Desirable in an individual is the ability to make decisions and carry them out irrespective of the group approval or disapproval.

The easiest time in which to strengthen character and to arouse a sense of social responsibility is during high school years. The forces most needed in making a good citizen are at this age easily encouraged and developed if but the right methods are taken.

The school must affect the life of students and stimulate their ideals.

The student should be helped in every possible way to make the task of right living an easy and happy one. He should be given a background of interests for his leisure and his elder years. He should develop sound physical, mental, and moral fibre.

The curriculum in most schools does not permit sufficient breadth of subject matter to enable the student to make elections according to his aptitudes.

He may elect one or more extra-curricular activities in the field of his mental inclinations.

Athletics offers a means of physical exercise, thus developing the muscles of the body; it trains in a leisure-time activity. In athletics a student learns to concentrate, to play fair, and to cooperate with the group.

Band or orchestra membership develops cooperation and provides resources for the student's leisure time and his elder years.

Debates, plays, and club work provide practice in leadership and develop power to think and make decisions without outside aid—a power indispensable in everyday life.

Every extra curricular activity found in a modern high school makes its contribution.

Since much of what is learned is not transferred to new situations it appears logical that students should be trained in situations like those encountered in the world at large. In no better places may these situations be approximated than in athletics, music, and dramatics.

One may generalize in classroom teaching, but such teachings cannot offer specific situations. Repetition of an act is a strong factor in forming habits. Extra curricular activities provide for this repetition.

If we are to train the student to be an efficient citizen—the purpose of the school—we must give him a sound body, trained senses, a clear mind, and above all, a well-balanced character.

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Group 4.—Big Frog vs. Little Frog.

Group 5.—Resolved: Debating Should Be Abolished by Law.

Groups 4 and 5 are humorous.

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MARYVILLE, MISSOURI

PEGGY

A Monolog for a Junior High School Girl

D. C. Retsloff

Good morning, Mrs. Bodkin. I really can't stay a minute. I ran in to see if you'll keep Peggy an hour or so. I've got to be at the dentist's at ten o'clock. I always keep my appointments, you know. This is wash day and I never ask Bridget to take care of Peggy and do laundry at the same time.

Peggy's out by your fountain. Jack says I make a regular stepping stone of myself for that child, but what does a man know about a mother's feelings? Of course he's fond of our baby, but he's no understanding of child nature.

Now this morning he got real peeved because she put his shaving brush in the gold fish bowl. And that bowl is as sweet smelling as your kitchen sink. No sense in his being so fussy about his shaving brush.

There goes old man Smith. My, but he's a crank! Yesterday I was entertaining my bridge club. I left the side gate open so Peggy could go into the Smith yard and watch the gold fish in the new pond they've just built. The little darling wanted to take Muggins with her. Muggins is such a beautiful cat, you know. He and Peggy make a perfect picture. I was ready to serve my refreshments when I heard Peggy crying at the top of her voice.

I rushed out. Old man Smith was shaking her. Her new yellow dress was dripping wet and Muggins' long fur was plastered to his sides. Old man Smith is neither ornamental nor courteous at his best and you should have heard the language he used when he saw me. How was Muggins to know that the gold fish were not to eat? How was my three year old baby to know that it was naughty to get into the pond?

Gracious, what is that? Sounds like a whole platter of dishes. Why Peggy darling, how did you get into Mrs. Bodkin's kitchen? And what did my precious pull Mrs. Bodkin's table cloth off the table for? You know mama don't want you to have the sugar bowl. Just look over the broken things, Mrs. Bodkin and I'll replace them.

Oh, the toast plate was an heirloom? Of course I can't replace that, but I'll buy one

of those amber glass ones, they're awfully smart now.

Peggy what are you doing with Mr. Bodkin's pipe? Give it here. You can't blow bubbles with it. How careless of your husband, Mrs. Bodkins, he should not leave his pipe on the window sill. Peggy, give it to mother. No, no, don't throw it. Now look, I believe you've broken it.

I'm terribly sorry, Mrs. Bodkin. I'll run right home and get one of Jack's. He has five or six. He'll never miss one. It was your husband's favorite pipe? Is he that silly? I can't see any difference in pipes.

Men are funny. Take Jack for instance. He's just nutty about his golf clubs. He nearly went to pieces the other day because I let Peggy crack nuts with his niblick. I told him he was terribly selfish. You know she looked so cute trying to crack a walnut with that stick. It's half as long again as she is.

Is that a box of candy on the stand, Mrs. Bodkin? Please put it out of sight. Peggy can't resist candy. Last week my sister Eve and her best young man came down to spend the week end. He bought Eve a large box of chocolates.

Sunday afternoon while my husband and Horace, that's the young man's name, were playing golf, Eve took the candy and a magazine and lay down in the hammock.

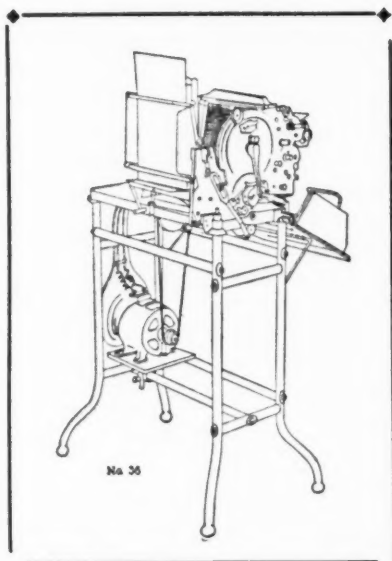
If you remember the day was terribly warm, and naturally she dropped off to sleep. Peggy spied the box and before Eve woke up had eaten almost half the candy. Her best dimity dress was a sight. Chocolate—from hem to chin. My, but I was cross. Eve knows I never let the baby have more than two pieces of candy at one time. I really fear I spoke harshly to sister. I told her that I wondered how she managed to hold her position in the city schools if that was a sample of her discipline.

Goodness! Is that clock striking ten? My appointment was for that hour. Well, he'll just have to give me another date. Come, Peggy—why, where can she be? Oh, look out there, Mrs. Bodkin, don't she look too darling with those little chickens in her lap? You don't mind, do you if she amuses herself with your little biddies? She seems so happy, I'll just skip over to my dressmakers for a fitting and leave her here. So long. It's so nice of you to want to keep Peggy for me. So long.

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OVER THE TOP

A One Act Play

Fay Armstrong

Cast of Characters

PEGGY, 17 year old high school girl. Fond of outdoor sports and healthful living

LOUISE, 16 year old high school girl. Flapper type. Careless habits and distaste for all kinds of sport

MOTHER, over zealous

WAITRESS, in down-town sandwich shop

Scene 1

Breakfast room. Peggy seated at small table center. School books on table, coat on chair, finishing breakfast of orange juice, whole wheat toast, poached egg and cup of chocolate.

MOTHER (*entering from center after Peggy has been eating for a few minutes in silence*). Louise is going to be late again. I do wish she'd take more interest in school.

PEGGY. What time did she get in last night?

MOTHER. It was after twelve, and she had a lot of studying she should have been doing.

PEGGY. I don't see how she can be out late on school nights. Could I have more toast please, Mother? If I don't eat a good breakfast I feel all in by noon.

MOTHER (*Goes to side door, carrying plate of toast from the side table. Calls in to the adjoining hall.*) Louise!

LOUISE (*off stage*). Coming!

MOTHER. Do hurry, dear, You won't have time for your breakfast. (*Brings toast to Peggy. She arranges Louise's place and pours her a cup of hot chocolate.*)

PEGGY. Thanks, Mother. (*Eats toast while the mother waits fretfully for Louise.*)

LOUISE (*Enters side door . . . busy applying lipstick. Heavily rouged and powdered. Extreme high heels, flimsy type of dress, all in decided contrast to Peggy's neat sport clothes and low heels.*) Hello Sis! How do you ever manage to get up so early? (*Sits on arm of chair.*) Gee! I'm tired!! Have you any coffee, Mother?

MOTHER (*helplessly and worried*). Well, yes, I have . . . but you must eat something.

LOUISE. O. K. I'll take a doughnut please. Say, Peg, what do you know about the Chemistry Ex coming up fifth period?

PEGGY. Not too much. I did study for it

last night though.

LOUISE. Oh, you would! Anyway, I had a keen time at the party.

PEGGY. That's fine. Who was there? Anyone interesting?

LOUISE. I'll say! Joe and Bob and Edith and Jack and oh, just everyone. Thanks, Mother (*as her mother passes her a plate of doughnuts and a cup of coffee.*)

PEGGY. I'd like to have gone too, but you can't go out every night and still make the Honor Society. (*Gets up . . . puts on coat . . . picks up books*). Goodby, Mother . . . See you later, Louise. (*Exit*).

LOUISE (*Takes a few bites from doughnut and sip of coffee.*)

MOTHER. I do wish you'd not wear those spike heels to school Louise. You'll ruin your feet.

LOUISE. Don't worry about my feet, Mother! Have you seen my books? (*Getting up . . . applying lipstick. Mother finds books and hands them and the coat to Louise.*) Thanks. I'll have to run. Goodby. (*Exit in hurry.*)

Scene 2

Passing of the morning. Noon time. Girls seating themselves at small table in "The Sugar Bowl." Peggy carries a tennis racket and Louise applies more make-up.

WAITRESS. What will you girls have today? (*pencil and tablet*).

PEGGY. Roast beef sandwich, lettuce salad and a glass of milk, please.

LOUISE. I'll have a piece of mince pie and a coke. (*Exit waitress.*)

PEGGY. How did you like the Chemistry ex, fifth period?

LOUISE. Fierce! I had a beastly headache all morning, so I cut the fourth period physical ed. and studied for the exam. How did you make out? (*Re-enter waitress with tray of food.*)

PEGGY. I didn't find it as hard as I expected it to be. I had so much fun in Phys. Ed., the fourth period, I was not a bit nervous before I started. We are playing off that tennis tournament and if I win again tomorrow it will put me on the all-star team.

LOUISE. I can't see where you get so much fun out of Phys. Ed. It just gets you all mussed up and hot. I cut it whenever I can. Anyway I don't like rushing around after a ball. I'm too tired most of the time. I wish I had some of your pep. You always seem to feel so well and I always have a headache and a backache

or a cold or something.

PEGGY. You know you don't take care of yourself. And you can't expect to feel full of pep the way you go on. Out late last night, almost no breakfast this morning, doing everything backwards . . . cutting your Phys. Ed class to do the studying you should have done last night. Then missing the recreation you need and worrying over your studies. And look at the lunch you are eating today! This afternoon you eat a piece of cake or something and won't be able to eat a decent dinner tonight . . . no wonder your back aches. You limp around in spike heels all the time . . . I don't see what else you expect. Why don't you try taking care of yourself for a change?

LOUISE. Oh, I guess you're right, Sis, but it takes a lot of time to do everything just so-so.

PEGGY. Why don't you try . . . just for a few weeks? I know if you once started to take care of yourself you'd like it so well you'd never be satisfied with just muddling along.

LOUISE. It all sounds easy. If I thought I could feel as grand as you always do, I'd be willing to try your way for a while at least. The Phys. Ed. teacher is always after me for my spike heels and the way I eat an' everything. But then that's her business!

PEGGY (*leaning forward eagerly*). Louise, will you start today?

LOUISE (*expressing much determination*). All right, Sis, I'll try anything once. (*Holds up hand dramatically*) Early to bed, early to rise, three square meals a day makes a girl healthy, happy and fat! That's not like the original, but any way that spells me from now on. (*Jumps up, grabs books and forgets to use lipstick.*) Come on or we'll be late for the next period. (*Exit*).

Scene 3

Time passes. Girls appear from doorway with "Girls' Dressing Room" printed

on it. Both are carrying tennis rackets. Louise has changed greatly. Very little make up, neat sport clothes and low heels. Her whole appearance has lost its listless indifference.

PEGGY (*with respect and admiration in her voice*). Gee! You certainly made me work to win that game! You had such a lead on me in the first set I thought I'd never catch up.

LOUISE. I'm glad you did win, Peggy. You have worked longer and harder than I have, and you deserve to win. It was all over for me after we started the last set. I haven't the endurance you have.

PEGGY. Just the same you never could have played like that a few months ago. I think you played a keen game.

LOUISE (*very much pleased*). You just watch what a few more months of right living will do to my game. Maybe the spring tournament will be still another story. Who knows!

PEGGY. I never saw a girl change as you have this fall. You surely meant it when you said you'd give yourself a fair trial.

LOUISE (*laughing happily, and hooking her arm through her sister's*). You know, Sis, I was never one to do things half way. My latest ambition is to make the all-star tennis team in the spring. And I'm reforming the bunch. Joe went swimming with me Tuesday. Bob suggested a set of tennis tomorrow, and eight of us that have been going to dances together, are going to hike to the Haunted House Saturday for a picnic dinner. It's ten miles—but we can make it!

(*The curtain closes as the two girls walk gayly off the stage arm in arm.*)

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DECORATIONS FOR BANQUETS

Blanche Benson

FAIRYLAND

This plan of decoration is undoubtedly pretty and dainty. No particular color scheme is used, but everything in pastel colors.

Make the false ceiling in exactly the same manner as for the South Sea Isle, except that pastel colors be used. The more colors used, the prettier will be the ceiling. To the ceiling attach pastel colored bunches of wisterias. These are very easily made by following directions given in Dennison's book on the making of crepe paper flowers. One hundred and seventy-five bunches is a conservative estimate for a room 85x115.

By using drop lights and extension wires all the lighting can be from Japanese lanterns apparently suspended in mid-air below the ceiling. If possible eliminate all lighting from above the false ceiling.

The ceiling and flowers can be made several days before; they can then be put up in a very short time.

A fountain spraying water over cut flowers and ferns which cover its base, forms perhaps the prettiest corner of the room. This is not nearly as difficult to construct as it may seem. If necessary, a mortar box can be used to catch the water which a hose carries away to the nearest drain. Try to place the fountain near an unused doorway or exit. A colored spot light turned onto the spraying fountain is very effective.

Palms, cut flowers, and cleverly arranged cozy corners complete the decorations of the room. Girls dressed in butterfly costumes serve punch out of bowls hidden in the hearts of immense roses.

For the Banquet

For nut baskets either one of the following is attractive: First, small Japanese umbrellas inverted and made to stand by using three pins as feet; Second, low frilly baskets made in the shape of roses, using pastel colors to match the menu and program cards.

The menu and program cards are written on the wings of butterflies made in pastel shades. Cut two pairs of wings the same size, flute the edges carefully, and decorate two of the wings with splashes of gilt paint. Insert between the two pairs another pair of wings made from a good grade of bond paper and cut a trifle smaller than the colored pair. Print the program on the right wing and the menu on the left. Previously, purchase small wooden clothespins, baby size. Split them carefully and gilt. When these are dry, fasten with glue, one to the center of each side of the triple wings, being careful to use exact mates. Wrap a piece of covered green wire around the neck of the clothespin, tie with a double knot under the supposed insect's "chin" and extend the two ends to form antennae, knotting the very end of each wire. Paint large black and orange eyes on each side of the insect's head.

Large bouquets of dainty sweet peas and baby's breath tied with colored tulle are placed at each girl's place; two or three sprays at each boy's place. Sweet peas and baby's breath form the center pieces on each table.

THE CONFESSIONAL

A Playlet for the Senior Class Day Exercises

Edith Selter

CHARACTERS: The seniors

TIME: Shortly before graduation

PLACE: High school assembly, seniors seated on the stage.

ALL: (Sing to tune "Believe Me, if all Those Endearing Young Charms")

1

Believe us, if all the great knowledge we've learned

In our days in dear _____ High
(The blank is for a three-syllabled name of high school. If the name has just one syllable, change the preceding "dear" to "beloved." If the name has two syllables, put in

"our" before "dear." Thus: "In our days in dear Washington High" or "In our days in our dear Eustis High.")

Were to fade from our brains like a place that is spurned,
Nor hark to our pitiful cry,
We would still have our notes, to our teachers be thanks.
Though perhaps we can't read them at all,
And in every dear note book are mem'ries of pranks,
Written plainer, indeed, than each scrawl.

2

The knowledge we've studied so hard for may fade,
But the mem'ries persistently cling
Of the dear teachers' toil by our mischievous repaid,
Our repentance belatedly sing.
When we take the dear note books again from the shelves,
In a search for the facts they contain,
We will probably feel much ashamed of ourselves

For the sins we remember so plain.

(The following speeches should be assigned to those members of the class from whom they would sound most ludicrous. They should be recited in a sad, slow drawl.)

FIRST SPEAKER:

I whispered some,
I must confess,
Could not be mumb
I whispered some.
I wasn't dumb—
Quite brilliant, yes.
I whispered some
I must confess.

SECOND SPEAKER:

I talked out loud,
I will own up
With shamed head bowed,

I talked out loud
Before this crowd,
I was a pup.
I talked out loud
I will own up.

ALL: (Sing to tune "Reuben and Rachel")
Goodness gracious, weren't we sinners?

Did you do so bad a thing?
We will bow our heads in sorrow.
How could we be gay and sing?

THIRD SPEAKER:

Quite bad I've been.
I chewed some gum.
It was a sin.
Quite bad I've been.
I'd pardon win
My teachers from.
Quite bad I've been
I chewed some gum

FOURTH SPEAKER:

They said I had a wondrous mind,
But I misused it sore.
I won't deny the fun I'd find
They said I had a wondrous mind
But to my lessons I was blind
I wish I'd studied more.
They said I had a wondrous mind,
But I misused it sore.

FIFTH SPEAKER:

I've been so bad
I'll own I wiggled.
It makes me sad,
I've been so bad.
"An active lad,"
Prof said and giggled.
I've been so bad
I'll own I wiggled.

ALL: (Sing to tune Reuben and Rachel)
Freshmen, Soph'mores, hear our warning;

You may think it's lots of fun;
You'll repent with tears as we do
All the mischief you have done.

SIXTH SPEAKER:

Pictures of the faculty

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I'd draw and draw and draw
 Terrible if they should see
 Pictures of the faculty.
 Mighty hard it was on me
 When a teacher peeked and saw
 Pictures of the faculty
 I'd draw and draw and draw.

SEVENTH SPEAKER:

I didn't study as I should,
 I wasted time and brains.
 I failed to do the best I could
 I didn't study as I should
 My teachers say that I was good
 But every one of them complains
 I didn't study as I should
 I wasted time and brains.

ALL: (Sing tune Reuben and Rachel)
 Teachers, dear, how can you love us,
 When we've been so very bad?
 We'll remember all your patience.
 You're the best we ever had.

EIGHTH SPEAKER:

I've sinned I own.
 I ate in school.
 I'd hungry grown.
 I've sinned, I own.
 Will you condone
 This broken rule?
 I've sinned, I own
 I ate in school.

NINTH SPEAKER:

I did do wrong.
 I laughed too much.
 I laughed too long.
 I did do wrong.
 I laughed out strong
 I got in Dutch
 I did do wrong
 I laughed too much.

ALL: (Sing to tune "The Old Oaken
 Bucket")

Like bricks on our hearts are the sins
 of our school days,
 When consciences pricking present
 them to mind—
 The laughter, the talking, the restless-
 ness always,
 And 'neath every desk wads of gum
 you will find.
 Our wiggling and giggling the faculty
 scolded.
 They punished transgressions as hard
 as they could,
 They loved us big heartedly, sin as we
 would.
 But close to their hearts our bad
 selves they enfolded,
 But now we are sorry for sins of our
 school days.

We wish that we had been angelically
 good.

FIFTH SPEAKER: (rising and stretching.)

I've really got to move around.
 I can't stay still so long,
 And wiggling folks do cover ground;
 It's not so very wrong.

SECOND SPEAKER: (Relieved)

And I just have to talk or bust;
 I'll chatter till my bones are dust.

THIRD SPEAKER:

I'm glad I didn't throw away
 My gum. Will you all have some, say?

EIGHTH SPEAKER: (Producing an apple
 and biting into it.)

What's gum? I'm hungry as can be.
 An apple would appeal to me

NINTH SPEAKER:

And after all a laugh is good
 I wouldn't stop it if I could.
 It's helped in many a ticklish place,
 That tickling tee hee hee,
 I hope I'll always have the grace,
 To laugh real hard at me.
 Tee hee tee hee tee hee hee hee!

ALL: (Sing tune "Reuben and Rachel."
 If class wears caps and gowns, they

Where's Grandma?

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should wear white beneath and re-
move the gowns as they sing.)
True confession, if it's honest,
Is a great help to the soul,
Makes us feel all white and saintly
Now our consciences are whole.

(This skit may end right here. However, if you have the facilities, this is a good opportunity to surprise your class as well as your audience. By secret visits to parents obtain a baby picture of each member of the class, and by means of a magic lantern arrange for these to be shown on a screen where all can see, while one member of the class who is "in" on the secret makes witty remarks, introducing each baby. He may begin his speech thus:)

The shadows of the past creep in
To contradict this sense of sin.
We're angels really, you shall see—
This is a photograph of me. (Showing his own baby picture.)

(If this skit is used as the beginning of your class day exercises, as would be very appropriate, this would be a good place for the class history. Perhaps you can find some pictures of the class in a grade in school, the lower the better; or perhaps you can find pictures of the basket ball or foot ball teams in which there are seniors. You might cut out pictures from magazines to illustrate the various achievements of the class.)

ALL: (Sing to tune "Robin Adair")

1

When all is said and done,
We are some class.
We stood for pep and fun,
Stepped on the gas.
We gave and stinted not
Of brains the best we've got
Yes, we have made for thee
— H. S. History.

2

How will you get along?
What do without
Us with our joy and song
Hanging about?
Whence will your heroes come
Where get your ball teams from?
For we have made, you see,
— H. S. History.

(The slides may be used again later for the prophecy. The class day exercises along this line might be called a Picturesque Play and may be divided into three parts: The Present—Repentance, The Past—History, The Future—Mystery. The music for these songs may be found in The

Golden Book of Favorite Songs, so widely used.)

MEMORY RETURNS

A Class Prophecy

Georgina Tolbert

It was spring in Honolulu, 1953. Fate was kind in that faraway city, for here, twenty years after our separation, lived six members of the class of 1933. Was not, indeed, the foremost citizen of the islands one of our own number, now known as His Excellency, Edward Strand? Mr. Strand was appointed American consul to Hawaii in 1951 by Superintendent H. L. White, who had been elected president of United States, in a revival of the old populist party.

Estella Hanson had become so interested in detective work following an encounter with chicken thieves several years before, that after her husband's death she had sold her farm and become one of Uncle Sam's secret service agents. Now here she was, attempting to capture some rum runners in Honolulu.

Mary Bird, now the highest salaried reporter in America, was enjoying a vacation in the Pacific islands, following a strenuous reportorial trip around the world.

Karl Johnson was there with his Royal American orchestra, imported from San Francisco to play for the May Day ball at

School and Home

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the consulate With the Royal Americans came Madame Dorothy Anne Rouse, who, through persistent effort at home and abroad, had become a prima donna who was as beloved as the Johnson orchestra.

And I? On May twentieth, 1933, immediately after reading the class prophecy, I had left Hilton with somewhat more haste than ceremony. My refuge was Honolulu, where I had stayed on through the years, renowned and honored, as first cook at the consulate.

It was May Day. By annual custom, the consul and his wife had summoned society, the ultra-elite of the islands, to grace the ballroom floor. And ever, as couples glided lightly to the rhythm of a moonlight waltz or paused before the glistening punch bowl, conversation turned to a stranger, who, with no hint of obtrusion, seemed thoroughly at home with everyone. No one had seen him enter. We had first become aware of his presence when the orchestra was playing, for old times' sake, our school song, "The Blue and Gold." No one had made him acquainted with other guests. Yet, there he was, mingling at ease with the entire company.

"Who is he?" The question was universal, and the reply, "He looks familiar, but I can't quite place him."

Throughout the building vari-toned clocks were chiming midnight. In the ballroom, the strains of "Home, Sweet Home" had died away and the musicians were laying by their flutes and snares.

"You have never played so well," said the stranger. "The 'Blue and Gold' sounded much as it did that last time you sang it on Class Night, back in 1933."

"Who are you?" we cried.

"Don't you know me? I am Memory—the spirit of days gone by, they call me. Wherever old friends gather, there am I. Old times, old days, old friends. I could bring them all back to you—"

And so after an hour, we of the illustrious class of 1933 wandered down Fancy's lane. Suddenly we resolved to sail next day for the twentieth reunion at Hilton, scheduled for June first.

It has since been said that history has no parallel for that reunion. From all places and all occupations they came to renew old friendships.

Time had brought many changes, even within the high school walls. Elizabeth Lackey now occupied the dean's chair in a very efficient manner and Elton Bradshaw, English shark as of yore, we found

seated at Professor Warren's old desk. "I just couldn't keep my store of knowledge under cover," he said. "I had built up a wonderful business in Iceland, selling ice cream cones. The school board came to me and said, 'If you can sell ice cream cones in Iceland, you can teach school!' So here I am."

Marjorie Mangan had rented the janitor's supply room and had there founded a matrimonial bureau, where I came upon Max Upjohn displaying great interest in the ladies' photographs. As he gazed at a buxom lass of forty-three, bearing the caption "Wealthy Widow—no incumbences—wishes home on farm," he muttered, "There's no reason why I shouldn't. Hogs are down to four cents and taxes due this month."

Time had dealt gently with Ruth Martin. Sixteen years of teaching biology in Boston had left her sweet disposition unruffled and her cheeks so devoid of wrinkles that high school youngsters still said, "She's a big peach!"

Marcheta Burbank had suffered a sad matrimonial experience. She and her husband had gone as missionaries to the wilds of Africa, where friend husband had gone the way of a cannibal's cauldron. Yet she could smile bravely upon us as she besought Phil Denman, now a singing evangelist in New Orleans, to accept the dead man's place.

Harold Soderquist, high powered salesman for household appliances, was just demonstrating his automatic dishwasher to Earl Brown, Willow county's most eligible bachelor, when, at sight of a state-lady in the doorway Carlton Bowman leaped to his feet "Miss Miller!" he cried.

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But, no! To our delight we learned that our erstwhile sponsor was now a society matron at Washington, D. C. What an unusual romance she had enjoyed with a Turkish nobleman who had been driven from his home by the Bolsheviki! For political reasons his name cannot be given with the customary title, but in plain English it is Kmprqstxf.

The day wore on. Dorothy Anne, accompanied by Karl's orchestra was singing "The Blue and the Gold." Again there appeared among us a stranger, a man who bustled about from group to group. Sometimes he laughed. Sometimes he turned aside as if to dry a tear. "Who is he?" we asked. And ever the answer, "He looks familiar, yet I cannot place him. I first saw him when they began to play the old school song."

"Ah!" cried Edward Strand. "Now I know you. You came to the ball in Honolulu. You are Memory!"

"Yes, Memory—the spirit of bygone days—always with old friends. May I take you back with me—back to 1933?"

We would have gone with him gladly had not Harry Swartz appeared at the door and reminded us that we must be his guests at a reunion dinner at the Empress cafe, of which he was now manager.

And so, with a last handshake to each true friend in Hilton and a renewed pledge of loyalty to our Alma Mater, we, seniors of 1933, reluctantly left the haunts of youth to resume our places of importance elsewhere.

OUR COUNTY FAIR

Jane Louise Bell and Gertrude A. Leopold

Our class was in a fix! Here we were with commencement and the banquet that we had planned on, right "on our heels," and we had so little in our treasury that it was not worth counting. How we were to get some money was the problem that faced us, until my chum and I hit upon a scheme. We got the idea from a party that my mother and daddy had one time, and it was certainly a good idea.

First we had to get permission from the principal to use the gym and cafeteria, and this we did by convincing him that our County Fair would bring out the whole town. We were nearly right, too, for two weeks from that day, our treasurer told us that we had twice as much money as we needed. With the extra money we

bought a statue for our school room.

This is how we planned the County Fair. The gym was our fair ground and we had permission to move every portable object from the big, airy room out into the hall. The front panels of the gym slid back, making it wider by the addition of the stage floor. This was lucky, for when people got tired at the fair and the side-shows, or of buying peanuts, balloons, and candy, they could go down and sit in the auditorium.

Across the back of the gym we stretched several sheets pinned together. At right angles to these, were shorter ones, thus making side-shows. Luckily, several of our class were good "drawers," and they agreed to make signs to be put in the local merchants' windows. In return, we promised to help boost the dealers' business by having signs at the fair advertising for them. The girls made signs for the side-shows also.

We charged five cents apiece for each side-show. One sign outside told the curious ones that the show was "The Wonder Cow, which gives 10 gallons of milk daily." It was a toy cow that one of the boys owned, and gold medals were attached to her collar, as though she had won prizes. A bucket of water with enough milk in it to make it look like real milk stood beside the cow. Next to this was "Madame Du Claire, Princess of Doll People." This was a big doll, belonging to one of the girl's little sisters.

Then there was the "Snake Charmer," which was one of the girls in our class

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harmlessly twisting and tossing snakes, said snakes being stockings stuffed with paper. "Fritz, the Wonder Dog" (Prize Beauty) was a real dog, one of the homeliest and most gentle ones I have ever seen. He was kept in a play-pen where he stayed docilely all evening. The pen was labelled

"FEROCIOUS! DO NOT COME NEAR!"

Of all the side shows, perhaps the "Two-Headed Man" excited most curiosity. It was simply two of the boys, tied together in a blanket, with only their heads and one pair of hands and feet showing. In the middle of the room was "The Wheel of Fortune"—an old spinning wheel fixed up. One of the class got it out of her attic, and on the spokes of the wheel were numbers which corresponded to numbers on hideous old vases, busts, and trinkets which our mothers were only too glad to rid their attics of. When the wheel was turned, the number that stopped on top, received the article numbered correspondingly. The boys (a few of them) were induced to put on overalls and straw hats, and sell pop-corn balls, candy, suckers and balloons. The ones who did were fortunately good comedians, and before our fair was over, had empty baskets.

The cafeteria was arranged in true country style. On the tables and counters, spread with bunting were pans of baked beans, escalloped potatoes, dishes of pickled beets, pumpkin and apple pies, and "hot-dogs."

We had all the food generally found at a County Fair, and it was all donated by our class sisters, mothers and aunts.

The good-natured janitors, after extracting a promise that we would clean up afterwards, let us spill several baskets of clean sawdust and shavings over the cafeteria and gym floors. This added the final touch, and on the whole, our County Fair was a big success, for besides making more money than we needed, we all had a very good time.

A CLASS DAY PROGRAM

A class day exercise which the writer experienced not long ago is believed to be worthy of being passed on.

The exercise has the following merits:

- (1) There are no dull moments.
- (2) Every one participating may be doing something at all times.
- (3) Stage setting is easily obtainable.
- (4) Many members of the class may be included in the cast.

(5) Each member of the class may have his name mentioned.

(6) Details may be added or omitted to take up the desired amount of time.

(7) Special songs or music may be given before or after the play.

The stage should be partitioned off to represent two offices. In one office there should be two desks, chairs, telephones, and newspapers. In the second office there should be two or three desks, typewriters, telephones, papers and so forth.

The cast should include the editor, assistant editor, special editors, and reporters.

As the curtain rises we find in one office the editor and the assistant editor. In the other office we find the special editors. All are busy reading, writing, or talking on the phone.

The happenings of the class, the class will, and so forth of the usual variety are presented by having a reporter give an oral report, by having an article read to the chief editor for his approval, by a conversation between the editor and his assistant, by having an article from an exchange paper read, or by a telephone conversation.



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2. Check up on committees frequently.
3. Advertise picnic thoroughly. Talk it up for weeks in advance.
4. Adopt method of financing. Be sure that all expenses have been provided for in advance.
5. Have badges for officials. Those acting as police, marshals and those in charge of games, etc., can handle the crowd better if labeled.
6. In big picnics, start car parking early.
7. Provide plenty of good drinking water, fountains or sanitary cups.
8. Arrange games for everybody, men, women, boys and girls.
9. Provide for a short program—no more than one outside speaker.
10. Have platform and seats arranged in shade.
11. Keep crowd from getting on four sides of the platform, and keep cars at least 200 feet away.
12. Keep all concessions and noise making apparatus away from speaking place.
13. Have organized play for youngsters during program but have it far enough away, so as not to interfere with the program.
14. Arrange for adequate toilet facilities, first aid and rest room with nurse in charge.
15. For exhibits and contests, feature many prizes rather than a few large prizes.
16. Establish an information desk near entrance to the grounds.

A JIG-SAW PUZZLE PARTY

Mary D. Hudgins

With puzzles all the rage, jig-saw parties are proving a delightful novelty. Invitations should be printed or typed on small cards. The cards themselves are decorated with a tracery of india ink which resembles the joinings of a jig-saw

puzzle. The following verse will be found appropriate for use on invitations.

Don your thinking cap and come along
You'll find a welcome hearty;
And puzzle out a lot of fun
Here at the jig-saw party.

Such an affair can easily and inexpensively be turned into a costume party. Some puzzles are having such a wide appeal that everybody is familiar with them. There are dozens of sufficiently well-known characters that representing them should be easy. Narrow strips of black crepe paper when pinned in an irregular line to dress or suit produce a startlingly real jig-saw effect.

As each girl enters the hall her name with exact spelling is recorded by someone stationed near the door. Each name is written on a small card, cut into yet smaller pieces and placed in an envelope. Later a basket of envelopes is passed and each young man chooses an envelope and fits together the name of the girl who is to be his partner for the evening.

The following games can be counted on to cause much laughter.

Relay Race: Any form of the relay race most favored by the group or hostess will serve. Carrying a lighted candle the length of the room and back again (which is much more difficult than it sounds); carrying peas on a knife or fork; rolling a peanut with the nose—any of these will serve. The jig-saw slant is given the game by forcing the luckless contestant to follow an irregular instead of a straight line. On a bare floor parallel pathways may be chalked off on the floor. On a covered floor ever handy strips of crepe paper may be used.

Completing the puzzle. This is nothing more than a variation of pinning the donkey's tail in place. A large picture is converted by india inking into a jig-saw effect. A section at the exact center is cut out, and the rest is pinned, head height, to the wall. The guests are in turn blindfolded and requested to pin the final bit of the puzzle in place at the center of the picture.

Charades, the game which calls for

small groups acting out certain words, the significance of which the other guests must guess, can readily go jig-saw by the simple expedient of allowing each person to choose a small part of picture cut from some well known advertisement. Of course persons with parts of the same ad must seek each other out and become co-work-

ers in the stunts, or charades to be presented.

Word Building. Everybody's playing the game in which as many words as possible are made from the letters of certain specified names or phrases. Give each guest a slip of paper with JIG-SAW PUZZLE printed at the top. Provide him with

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MEN OF TOMORROW—By Algot E. Anderson—Price 40c

One act; 3 scenes; 22 boys. Number of characters may be increased or decreased. The action takes place in a boys' club room or shack. About 35 min. A play that should have a place in any vocational guidance program advanced by a school, church, scout troop or Y.M.C.A. It was written by an experienced boy's worker who has also done considerable writing. The play was written to meet a need in his own work for a vehicle to help boys think about their life's occupation. The parts fit the characteristics and abilities of the boys. There are few long speeches or complicated cues. Full of life, humor and instruction. Junior high school teachers and boys' workers to whom we submitted the manuscript were enthusiastic in their approval.

4-H CLUB

THE LUCKY CLOVER LEAF—By Eulalie Weber—Price 50c

An easy plan for 4-H clubs. The scene takes place in the yard or on the porch of a farm home. No stage settings are necessary. Club uniforms for the girls may be used. Both the girls and the boys should wear the 4-H emblem on their sleeves. Betty is seated on a bench with a pan of vegetables on her lap. Billy enters and the conversation begins, touching their desire to attend High School and their success on the farm. A group of 4-H girls and boys enter. The conversation sets forth the aims and accomplishments of the 4-H clubs, including the creed. The dialogue is sprightly and natural. Several novelties are introduced. "I'm in the hog business—I had a little pig, he had a curly tail. He became very fat, so I took him to a sale." Before accepting it for publication, we submitted it to one of the best 4-H club organizers in Kansas. She judged it to be entirely practicable and thoroughly useful. It has been presented several times, and always with marked success.

COMMENCEMENT

A COMMENCEMENT BUDGET—By Ethel C. Gray—Price 75c

Prepared by an experienced teacher who has helped succeeding classes with their commencement plans. This is not a printed book, but a manuscript collection of plans, stunts, programs, outlines, and miscellaneous helps for the graduating class. Partial contents A Baccalaureate Service, Pilgrimages, Memorials, Class Will in the Form of a Pirate's Chest, Senior Totem Pole, Prophecies, Senior Symposium.

The Commencement Budget also contains complete directions for a Garden Party, the Senior Banquet, The Banquet Program, Senior Birthday Cake, A Yard Flower Fete and miscellaneous suggestions for large schools and small.

It brings plans and methods worth many times its cost to the busy teacher or ambitious class.

OUR CLASS—By Cecil Ann Smith—Price 35c

A stunt pantomimic sketch. A reader tells the story while the characters illustrate it by action. The characters are Fear, Work, Cram, Spring, Industry, Difficulties—as many as desired. Shadow, a Negro, Exams, Cheat, Upperclassman, Bluff, Play, Time, Knowledge, Lights—a red-headed person.

"Four years ago the Class of ——— hammered on the doors of ——— High School for admittance. The Faculty swept down the hall, threw open the doors and received them with open arms. Here for the first time they chummed with Work—Struggled with Exams." And so on to the end of four years.

"Sadly they turn, and with downcast heads they wander through the doors for the last time. Behind they leave grief and sadness which fell like darkness upon all, for a wonderful class, the best in the school's history, was leaving, never to return."

A very useful piece for the commencement season.

RAYMOND YCUMAN'S PUBLISHING CO.,
Plays, Readings, Entertainments
KANSAS CITY, KANSAS

a pencil and give him ten minutes to complete his list. This 'contest will create more merriment than usual because of the odd combination of letters involved.

Parties where the guests actually prepare the food are lots of fun. The method of procedure is to divide the group into several smaller sections. One group is assigned to the preparing of each dish, another is delegated to set tables, and another serves. Groups can be assembled by the same jig-saw method described for charades. If the kitchen is too small for convenient housing of guests the hostess had better prepare most of her food before hand, leaving only certain final details for the workers.

Serving guests at a series of card tables is becoming increasingly popular. The four who are to sit at the same table may again be found by matching four pieces of a well known ad.

Refreshments may themselves carry out the jig-saw motif. Brick ice cream in one or more shades may be converted into a sundae by the use of a thick ribbon of chocolate sauce which outlines a jig-saw effect. Marbled cake should go with the sundae. Checkerboard or ribbon sandwiches, (consult the domestic science teacher as to how these should be made), may be accompanied by coffee, or by coffee and a salad. If a salad is used it should be outlined a la jig-saw with narrow strips of green pepper or pimiento.

Prizes, naturally, are jig-saw puzzles.

A PAPER KARNIVAL

For a school entertainment that assures loads of fun, plus the opportunity to make a little money, stage a Paper Karnival.

Every one wears a paper costume, and what a selection you have! Flowers of all colors, Mickey and Minnie Mouse; tamales; Roman soldiers, pickaninnies, bathing beauties; Weary Willies; comic strips.

A dress made of ticker tape is novel; make a hat from cellophane which stimulates the glass top over the real ticker. Of course there are prizes for the handsomest, the most comical and the most economical costume.

You must have a parade around the gymnasium or wherever you decide to hold this Karnival and perhaps charge a small admission to march in the parade.

The decorations must be entirely of paper, the more colors the more festive.

Crepe paper lends itself nicely, as usual, but here's a tip. Go to your local wholesale paper house and get some waste cellophane, the cuttings from full size sheets. These make dazzling streamers, like molten moonlight. Hang them in long swaying fringed strips from the chandeliers.

You must have a "foolette" table. Encourage those participating to donate some "white elephants" from their household. It's surprising how some ornament that you're tired of seeing around will be a treasure to some one else. Raffle these off at the "foolette" table.

Home-made candy booths, fortune-telling tents; side shows of all descriptions may help garner in the small sums for money-raising motives.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for April 1, 1933.

County of Shawnee State of Kansas ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says: that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher: School Activities Pub. Co., Topeka, Kansas.
Editor: C. R. Van Nice, Morrill, Kansas.
Managing Editor: C. R. Van Nice, Morrill, Kansas.
Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. R. Van Nice, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Olin D. Buck, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.; Elizabeth M. Gross, Topeka, Kans.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,

(Signature of Business Manager)

Sworn to and subscribed before me this 17th day of March, 1933.

(Seal)

BESSIE M. KEARNS,

(My commission expires May 8, 1933.)

Save your copies of SCHOOL ACTIVITIES. The supply of back numbers will soon be exhausted. Better check your files now and be sure that they are complete.

A SPRING WORD GAME

Here is a clever game for spring parties or it will give something to do in "the minute that seems a year" when the nature club program has fallen a few moments short.

Give each one a paper on which is the following word-finding puzzle:

Trees	Flowers	Birds	Animals	Countries	Score
S					
P					
R					
I					
N					
G					

The blanks are to be filled with names. For example, in the upper left square should be the name of a tree beginning with "s," as spruce.

Allow between five and ten minutes to fill in the blanks; then call time. Divide

the children in groups of five to check their own lists.

The names will be scored according to the number of times the same answer appears in the group. If only one in the group has a certain correct answer, he is allowed five points for the name. If two in the group have the same correct name, they are allowed three points each. Two like answers in the group count two each,

four count one each, while if all five are alike there is no score.

Have the scores totaled and give a prize to the winner.

The following could be a correct solution to the puzzle.

	Trees	Flowers	Birds	Animals	Countries	Score
S	spruce	sunflower	sparrow	squirrel	Spain	
P	pine	petunia	parrot	prairie-dog	Persia	
R	rubber	rose	robin	raccoon	Rumania	
I	ivory-palm	iris	ibis	ibex	Iceland	
N	Norway-spruce	nasturtium	nuthatch	nilgan	Germany	
G	ginkgo	geranium	gull	gopher	Norway	

After Dinner Gleanings

Here is a book for the time of banquets and reunions. It provides a clever speech-ready-made, yet original—for any person, any time, any place. Price \$1.25. Send your order to SCHOOL ACTIVITIES Magazine Topeka, Kansas.

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ATCHISON, KANSAS

Book Shelf

For the convenience of **School Activities** readers, this list of books of various publishers is offered. These are not all the good extra curricular books, but all these extra curricular books are good. In time other worthy numbers will be added to this list.

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book of **All School Activities** and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

Thrift Through Education, by Carobel Murphy. Here we have the authors account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. The book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of

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club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Ice Breakers and the Ice Breaker Herself, by Edna Geister. The first half of this book is given over to ideas for socials, while the second tells how to direct games—and, most important, how to help people enjoy playing them. This is a standard party book and one that may be regarded as a textbook on the subject. Price, \$1.35.

The Fun Book, by Edna Geister. For the person who wants a book of seasonable games arranged by months, this is the book. It is one of the best books of its distinguished author. Beginning with January, the author supplies suitable seasonable material for fun and frolic throughout the entire year. Price, \$1.25.

Geister Games, by Edna Geister. Out of twelve years of experience with every kind of group, Edna Geister has selected those games which she found gave the most fun. A book for the hostess as well as for the recreational worker. This book should be in every school library—available to every person who has charge of games for school parties. Price, \$1.50.

Getting Together, by Edna Geister and Mary Wood Hinman. A hundred and one original tricks, stunts and games—enough to keep the most diverse gathering imaginable constantly engrossed. Few other entertainment books give so wide a variety of material—all usable and new. This is an excellent book by two authorities in the field. Price, \$1.35.

PROGRAMS AND ENTERTAINMENTS

Carnival Capers, by Dora Mary MacDonald. Chapter I, Scheduled Attractions, describes more than a dozen varied school carnival features of outstanding merit. Chapter II, Continuous Attractions, gives detailed instructions for the main events of the evening. Chapter III and the remainder of the book is given over to attractions in which patrons take part. An excellent, up-to-date school carnival book. Price, \$1.

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a

book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan or organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals" and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

Stunt Night Tonight, by Catherine Atkinson Miller. Comic plays, pantomimes, human puppet-show, and all sorts of stunts in complete detail, as well as stunt suggestions, make up this volume. Based on the folk-lore of many nations, on ballad, romance, and history, these stunts are as colorful as they are amusing. Most of them can be presented after just one rehearsal. Price, \$1.50.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 2 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnival shows, and circuses. Price, \$2.50.

School Activities is prepared to supply you with books from the BOOK SHELF. Send your order to School Activities, 1212 West 13th St., Topeka, Kansas.

Comedy Cues

For the **READER** who enjoys a laugh and who reads jokes for his own amusement.
For the **ENTERTAINER** who needs jokes and other humorous materials out of which to produce comedy acts.

For the **SPEAKER** who in conversation or public address would liven up his remarks with humorous illustrations.

From Tit-Bits, London. The proprietor of a men's outfitters stood in the office of the local newspaper, purple with indignation.

"Look at my advertisement in your wretched paper!" he bellowed to the advertising manager.

"Please be calm, and tell me what is wrong," said the manager, soothingly.

"What's wrong?" cried the outfitter. "Why, I sent in an advertisement reading 'We make men's wear'—and here you have put 'We make men swear!'"—K. C. Star.

LITERAL OBEDIENCE

Hired Man: "My employer just told me to get out and go to the devil. Can I bring suit against him?"

Lawyer: "What did you do after leaving his place?"

Hired Man: "I came immediately to you."

"I hear that you and Bill are on the outs again."

"He's too darn fresh! I told him my father had locomotive ataxia and the brute wanted to know if he whistled at crossings."

Merchant: "Look here, you've been owing me this bill for a year. I'll meet you halfway. I'm ready to forget half what you owe."

Debtor: "Fine I'll meet you. I'll forget the other half."—The Pathfinder.

A customer went into a store and picked up an article, walked out with it and told the clerk to charge it.

"On what account?" called the clerk.

"On account of not having any money with me."—The Loreco Diamond.

THAT SETTLED IT

Chester: "They say people who live together grow to look alike."

Pauline: "Then you absolutely must consider my refusal final."

ADVERTISING HIS CONTRACTOR

Guide: "This, sir, is the leaning tower of Pisa."

Tourist: "Pisa! Let me think. No, that does not sound like the contractor's name who built my garage, but it looks like his work."

WHO'S RIGHT

Hardware Dealer (rebuking clerk for rudeness to a customer): "Smith, you must remember a customer is always right."

Smith: "Well sir, he said you were an old shark."—Good Hardware.

LOVE IS BLIND

"Have you ever loved before?"

"No, John. I have often admired men for their strength, courage and good looks, or intelligence, but with you it is all love, nothing else."—Hi-Voltage.

Young Son (to shoe clerk, waiting upon his fastidious mother): "No use showing her the first ten pairs—she won't take 'em."

A GOOD COMPARISON

Rastus: "Wha' fo' you all lookin' so unnecessary, Mose?"

Mose: "Ah feels like a dumb owl."

Rastus: "A dumb owl? Boy, reveal yo' meanin'."

Mose: "Ah jes don' give a hoot."

IT'S POLITE TO AGREE

A Virginia family was training a colored girl from the country in her duties as maid. On answering the telephone the first day she brought no message.

"Who was that, Sara?"

"Twarn't nobody, Mrs. Bailey, jes' a lady saying, 'It's a long distance from New York' and I says, 'Yes ma'am, it sho' is!'"

MAY

1933

School Activities

The Extra Curricular Magazine

for—

School Executives
Club Advisors
Class Sponsors
Coaches
Student Leaders

PUBLISHED BY THE
SCHOOL ACTIVITIES PUBLISHING CO.

TOPEKA, KANSAS

SCHOOL NEWS and PRACTICAL EDUCATOR

Teachers of the grades and rural schools are finding SCHOOL NEWS AND PRACTICAL EDUCATOR indispensable for use in their class rooms.

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Gertrude Jones, Lincoln High School, Lincoln, Nebraska

INTRAMURAL ATHLETICS AND PLAY DAYS

Edgar M. Draper, University of Washington, and George M. Smith, Roosevelt High School, Seattle

SCHOOL CLUBS

Harold D. Meyer, University of North Carolina

SAFETY EDUCATION

Idabelle Stevenson, Executive Secretary, Education Division, National Safety Council

THE CLASS ORGANIZATION AND ACTIVITIES

Margaret Anne MacDonald, Guidance Counselor, Cheltenham Township High School, Elkins Park, Pennsylvania

POINT SYSTEMS AND AWARDS

Edgar G. Johnston, Principal, University High School, Ann Arbor, Mich.

ASSEMBLY PROGRAMS

M. Channing Wagner, Assistant Superintendent, Wilmington, Delaware

FINANCING EXTRA-CURRICULAR ACTIVITIES

Harold D. Meyer, University of North Carolina, and S. M. Eddleman

THRIFT THROUGH EDUCATION

Corabel Murphy, Vice Principal Edison Jr. High School, Los Angeles

ELEMENTARY SCHOOL LIFE

Volume 1—ALL SCHOOL ACTIVITIES

Volume 2—GROUP INTEREST ACTIVITIES

F. C. Borgeson, New York University

STUDENT PUBLICATIONS

George C. Wells, Secretary State Board of Education, Oklahoma, and Wayde H. McCallister, Webster Jr. High School, Oklahoma City

ORGANIZATION AND ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES

C. V. Millard, Superintendent, Dearborn, Mich., Public Schools

HOME ROOMS, ORGANIZATION, ADMINISTRATION AND ACTIVITIES

Evan E. Evans, Winfield, Kansas, High School, and Malcolm Scott Hallman, Washington Senior High School, Cedar Rapids, Iowa

EXTRA-CURRICULAR ACTIVITIES OF HIGH SCHOOL GIRLS

Olivia Pound, M.A., Assistant Principal, Lincoln High School, Lincoln, Nebraska

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Jerry J. Vineyard, A.M., Principal, Jr.-Sr. High School, Junction City, Kansas, and Charles F. Poole, A.M., Principal, Sterling High School, Sterling, Colo.

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Earl A. Collins and Aruba B. Charlton, Central Missouri State Teachers College

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TOPEKA, KANSAS